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ABSTRACT

A project concerning standard English acquisition among college students speaking nonstandard English is reported. A review of literature revealed that nonstandard forms of English are problematic, that few solutions to these problems exist, and that educators suggest comparative/contrastive instruction or instruction in proofreading to teach standard forms. The resulting project was a manual entitled "Acquisition of Standard English--A Program for Dialect Different College Students," which uses the comparative/contrastive-proofreading method for the development of a standard English acquisition program consisting of courses, workshops, and individual tutoring. A survey of California State University English departments and educational opportunity programs revealed that this manual was not duplicating current work on a campus. Use of the manual in whole or part in college programs and further research on its effectiveness are recommended. (MSE)

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ED246693

STANDARD ENGLISH ACQUISITION

A Project

Presented to the Faculty of

California Polytechnic State University

San Luis Obispo

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In Partial Fulfillment

of the Requirements for the Degree

of Master of Arts in Education

FL014 510

by

Wendy Demko Reynoso

June 1984

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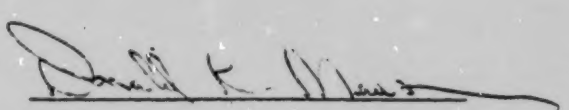
Dr. Donald K. Maas 

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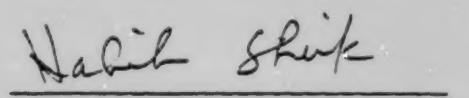
Dr. Habib Sheik 

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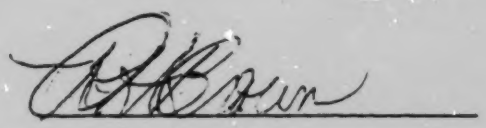
Dr. Russell Brown 

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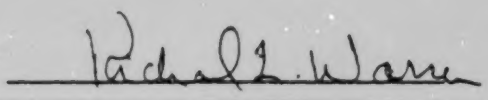
Dr. Richard Warren 

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ABSTRACT

STANDARD ENGLISH ACQUISITION

Wendy Demko Reynoso

June 1984

The objective of this project was to determine if nonstandard forms of English are problematic. A review of the related literature revealed they are. The second objective was to determine if solutions exist to the problem presented by nonstandard forms of English. A review of the related literature revealed they do not. The third objective was to determine what direction the experts recommend educators take in teaching standard English to nonstandard English speaking students. A review of the related literature revealed the experts suggest educators try comparative/contrastive instruction and/or instruction in proofreading.

In view of the above, this project provides educators with a curriculum product for the development of a standard English acquisition program (consisting of courses, workshops, and individual tutoring) for dialect different college students. The curriculum product is a manual entitled "Acquisition of Standard English--A Program for Dialect Different College Students." The

distinguishing characteristic of the manual is its method of comparative/contrastive instruction through proofreading.

In addition to reviewing the related literature, questionnaires were sent to all California State University English Departments and Educational Opportunity Programs to verify that such an endeavor would not duplicate an existing work at a CSU campus. It was found not to.

The recommendation is that interested educators read the manual and adopt those elements of its content that seem appropriate to their students and institutions. Further, the recommendation is that interested researchers perform studies and gather data determining the effectiveness of such a program.

ACKNOWLEDGEMENTS

For Autumn, who never knew.

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Chapter 1

OBJECTIVES

The objective of this project was to review the related literature to ascertain if nonstandard forms of English are problematic. The findings were affirmative. Further, the objective was to ascertain the consensus of the experts regarding the best way to approach the problem presented by nonstandard dialects. While no method has met with resounding success, the experts point to comparative/contrastive instruction and/or instruction in proofreading as the direction to take. Through cover letters and questionnaires sent to all California State University English Departments and Educational Opportunity Programs, it was determined that none of the California State Universities have a manual describing a specialized, systematic program for teaching standard English to nonstandard English speaking students.

Based on the above, this author developed the curriculum product accompanying this project. The product is a manual entitled "Acquisition of Standard English--A Program for Dialect Different College Students" (Appendix C). The distinguishing characteristic of the manual is its comparative/contrastive approach emphasizing proofreading in teaching standard English to dialect different college

students. A comparative/contrastive approach is defined as one which compares and contrasts linguistic features of standard and nonstandard English. Proofreading is defined as the final stage of the writing process in which the writer examines the surface structure of the writing--that is, the code, not the content of the writing--with regard to the grammatical rules of standard English. Standard English is loosely defined as the English dialect customarily used by the ruling class, required by the professions, and enforced by institutions of higher education. Dialect different college students are defined as those college students whose form of English differs from that of their counterparts in peculiarities of inflection, tense system, pronoun usage, and/or vowel succession and is characteristic of a definite race, social class, and/or ethnic background.

The manual is approximately one hundred pages in length, and it contains a preface, users' guide, a review of the related literature, new course proposals for three English as a Second Dialect (ESD) courses, behaviorally stated objectives and procedures for three weekly workshops, inservice training materials for writing tutors, appendices and a bibliography. It is so structured in order to enable the user to read at random sections of particular interest or to read from cover to cover for a fuller understanding.

Chapter 2

REVIEW OF RELATED LITERATURE AND RATIONALE

In carrying out this project, the following sources were reviewed in order to determine if nonstandard forms of English are problematic, if there are existing solutions to the problem they present, and if experts offer recommendations as to possible approaches teachers might take in tackling the problem posed by nonstandard dialects:

- Resources in Education ERIC (1979-1982)
- Current Index to Journals in Education, ERIC (1979-1982)
- Dissertation Abstracts International (1979-1982)
- National Council of Teachers of English Catalog (1981-1983)
- CATESOL (California Association of Teachers of English as a Second or Other Language), Occasional Papers (1981-1983)

The literature is rife with testimony to the existence of nonstandard forms of English. The forms may not be found in grammar books, but they are rule-governed, systematic methods of communication nonetheless. Linguistically, they are not superior or inferior to standard English. Simply, they are different (Angelou, 1977; Barnitz, 1981; Christian, 1979; Cronnell, 1981a; Cronnell, 1981b; Edwards, 1980; Garcia, 1981; Joiner, 1979;

LeClair, 1981; Lobov, 1980; Meier and Cazden, 1982; Thompson, 1981; Whiteman, 1980; Wolfram, 1980; Wolfram and Christian, 1980). Further, the literature supports the charge that speakers of nonstandard English are discriminated against in personnel offices and educational institutions (Anderson, 1979; Barnitz, 1981; Christian, 1979; Christian and Wolfram, 1979; Edwards, 1980; Gilbert, 1980; Hall, 1980; Jones, 1982; Maranon, 1981; Vaughn-Cook, 1980; Wolfram, 1980; Wolfram and Christian, 1979). Thus, a problem does exist for the dialect different; it is not an intrinsic problem but a social problem. Unfortunately, however, research also reveals that there is a dearth of materials and methods available to educators who wish to address the problem. Due to the controversial nature of the issue, much of the research in the area has been directed towards establishing once and for all that nonstandard dialects of English are legitimate languages in and of themselves (Baugh, 1981; Cronnell, 1981a; Cronnell, 1981b; Meier and Cazden, 1982; Scott, 1981; Shuy, 1980; Wolfram, 1980). Some specialists point to comparative/contrastive instruction as the direction in which to head; others allude to proofreading as a necessary skill for the dialect different (Anderson, 1979; Barnitz, 1981; Black, 1982; Christian, 1979; Cronnell, 1981b; Edwards, 1980; Gilbert, 1980; Scott, 1981).

Beyond establishing the need for this curriculum product, the review of the pertinent literature did

contribute to the theoretical refinement of the product concept. Initially, the manual was to be entitled "A Writing Improvement Program for Dialect Different Students." This was changed as it became clear that the real issue was one of linguistics, not composition. Moreover, dialect does not interfere with the writing process. It does, however, influence the surface structure of the written product.

The widely held misconception is that dialect different students are "basic writers" in need of remedial instruction. Remedial instruction generally focuses on sentence structure, paragraph development, and essay writing. Yet dialect different students are not by definition in need of such remedial instruction. Some have mastered the essentials of sentence structure, paragraph development, and essay writing. These students' needs are not for remedial instruction but for specialized linguistic training in the conventions of standard English.

For instance, a dialect different student whose language does not always include use of the -ed tense marker may not respond in the same way a standard English speaking student would should a teacher note "tense agreement error" in the margin of a sentence reading, "Joan came over when they call." The standard English speaking student would immediately recognize the predicate as a past tense verb and the subordinate verb as a present tense verb. Thus, the "tense agreement error" notation would be

logical. But the dialect different student should receive a different rationale because "they call" may translate to "they called" to this student. The correction in the margin should read "-ed tense marker"--the correction reminding the student to proofread for this standard English convention.

By its very nature, proofreading lends itself to the needs of dialect different students. As the last stage in the writing process, it is the appropriate place for the writer to examine the surface structure of his or her writing. Since dialect influences the surface structure, comparative/contrastive instruction through proofreading is a highly suitable method of standard English acquisition. Emphasis on proofreading also reminds students that writing is not just a product, but a process.

In reviewing the literature, these ideas were clarified; what had been felt intuitively took root and became clearly formulated. For a closer look at the books, articles, studies, tapes, and papers which helped form these ideas, the reader is invited to examine Chapter 2 of the manual (Appendix C).

Chapter 3

METHODOLOGY

In completing this project, the following steps were taken:

1) the related literature was reviewed to determine if nonstandard forms of English are problematic, if solutions to the problem they present exist, and if there are suggestions as to the methods teachers of dialect different students should use.

2) cover letters and questionnaires were sent to California State University English Departments and Educational Opportunity Programs to confirm that such a program was not described in manual form already.

3) information was derived from conversation and individual, small group, and classroom work with dialect different students.

4) a CATESOL (California Association for Teachers of English as a Second or Other Language) Conference was attended and the most recent commercial materials were examined.

5) an NCTE (National Council of Teachers of English) affiliate meeting (California State University English Council) was attended.

6) methods were refined, new materials were created, and both were documented.

Of significance is the fact that this project is the product of the author's practical experience in creating, where none existed, a standard English acquisition program for dialect different college students. In offering methods and materials for individual work, small group work, and classroom work, the project traces the author's own path in developing the Writing Skills Program at Student Academic Services, California Polytechnic State University, San Luis Obispo. In adopting a comparative/contrastive mode of instruction through proofreading, the project reflects what, in the author's opinion, the literature suggests.

In essence, this curriculum product represents in approximately 100 pages the work of four years. In view of the scarcity of prototypes, developing the program has been a pioneer effort--challenging, exciting, and sometimes frustrating. The manual contains that which remains after many trials and errors and that which seems to make the program well utilized.

Chapter 4

DISCUSSION

To summarize, linguistic experts generally agree that no English dialect is superior to another, and yet individuals who speak nonstandard forms of English are discriminated against in halls of education and the professional world. In order to reverse this injustice and realize the ideal of equal opportunity for all regardless of race, ethnicity, and/or socio-economic status, informed educators in general and linguistic teachers in particular have the responsibility to educate each other and the public at large as to the relative equality of all English dialects. But until the happy day arrives when people are not penalized for sounding different from the mainstream dominant class, educators and English teachers have also the responsibility to offer effective methods by which dialect different students can acquire standard English skills. The aim of this project has been to serve those two somewhat contradictory responsibilities.

The author's intent is that this document might provide other educators, particularly those new to their assignment, with some direction in developing a standard English acquisition program for dialect different college students. Any educator, however, who detects the problem

presented by nonstandard dialects and wishes to address it will benefit from a review of the manual.

A program designed to meet the language needs of dialect different students such as the one described in this project would be suitable at any two year or four year institution of higher education. While elementary, junior high, and high school teachers could apply aspects of the proposed instruction in their classes, the manual is not specifically designed for those curricula.

As a result of completing this project, one thought stands out--that is, the necessity for realistic expectations. Proofreading is not an easy skill for anyone to acquire. To teach students how to proofread, what to proofread for, and how to identify those items in a sentence is a great deal to teach in less than ten weeks (or thirty hours of instruction). But the program described in this project is more than a ten week course in applied linguistics. It is a program that can and should be utilized during a student's entire college career. Advisement is key to the program's success because students must be directed into other English courses and activities appropriate to their individual needs.

In addition to expectations, evaluation must be specific. There are a number of ways the program's effectiveness might be evaluated. Diagnostic tests could be given at various stages of participating students' utilization of the program. The results would be examined,

obviously, to determine if improvement has occurred. Tracking students who have enrolled in the program's courses and other services and noting their grades in other English classes would also serve as a means of evaluation. Another measure of evaluative worth would be to compare the products of students' writing upon entering the program and upon graduating from it (or, more specifically, graduating from the college). And finally, though not least in importance, would be the students' own assessment of the program based on their written evaluation and their continued utilization of it. The courses, workshops, and tutoring described in this project are not required of the students who utilize them at California Polytechnic State University. Yet they are filled to capacity each quarter.

As a heuristic device, it is hoped that this curriculum product will serve as a point of departure for fellow educators. It is not meant to be duplicated, but, as a springboard to discovery, improved upon. Methods set forth in the manual are being refined quarterly by the author. Empirical data need to be compiled to determine the effect of comparative/contrastive instruction through proofreading using the instrument in the manual or by other appropriate means of measurement. And finally, more researchers who will publish their methods and findings are needed in the classroom.

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APPENDIX A; COVER LETTER

California Polytechnic State University
San Luis Obispo, California 93407
(805) 546-0111

January 27, 1983

Greetings!

As Writing Skills Coordinator at Student Academic Services, California Polytechnic State University, San Luis Obispo, I am in the process of designing a manual for a writing improvement program for dialect different students. In an effort to avoid any unnecessary duplication, I am sending the enclosed survey to English Departments and Educational Opportunity Programs throughout the California State University system. Your rapid response will be greatly appreciated.

Sincerely,

Wendy Demko Reynoso
Student Academic Services

Enclosure

cc: Armando Pezo-Silva
Director
Student Academic Services

APPENDIX B: QUESTIONNAIRE

NAME_____

DEPARTMENT_____

INSTITUTION_____

SUBJECT: Writing Improvement Program for ESD (English as a Second Dialect) Students

____ NO, I am not aware of a manual describing such a program.

____ YES, I am aware of a manual describing such a program.

For more information, contact _____

_____.

Thanks for your participation!

APPENDIX C: ACQUISITION OF STANDARD ENGLISH

ACQUISITION OF STANDARD ENGLISH

A PROGRAM FOR DIALECT DIFFERENT COLLEGE STUDENTS

by

Wendy Demko Reynoso

June 1984

PREFACE

At its inception, the university was an institution for the upper elite. The middle and lower classes were fortunate to receive a rudimentary public education. But with the expansion and attendant democratization of higher education, colleges have become more heterogeneous. Minority groups in particular have come to view education as a right, not a privilege.

With the open enrollment policies and special admissions programs spawned by the social unrest of the 1960's, college English teachers have discovered that the old ways of teaching English are ineffective with large groups of new students. This can be explained, in part, by the varieties of English spoken by these nontraditional students. While linguistic experts generally agree that no English dialect is inherently superior to another, the fact remains that individuals who speak nonstandard forms of English are discriminated against in both the educational and professional arena. Six years after the Conference on College Composition and Communication made its controversial declaration of students' right to their own language, the parent organization, the National Council of Teachers of English, issued its addendum to the resolution--students' right to the acquisition of standard English. This is, in

fact, one of the ramifications of the sorely misunderstood 1979 Ann Arbor case, in which a federal judge ruled that the Ann Arbor School District violated federal law by failing to address the language interference encountered by 11 black dialect different students at Martin Luther King, Jr., Elementary School.

Because the research of the last ten to fifteen years has been largely directed towards establishing the legitimacy of nonstandard dialects, very few scientific studies have examined materials or identified the most effective methods by which speakers of nonstandard English can acquire standard English skills. This manual is offered as a starting point in the development and dissemination of techniques which meet the needs of dialect different college students.

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Chapter 1

USERS' GUIDE

The purpose of this manual is to provide educators with materials for the development of a standard English acquisition program for dialect different college students. The three major aspects of the program include courses, workshops and individual tutoring. Such a program is currently being implemented at Student Academic Services, California Polytechnic State University, San Luis Obispo.

The Table of Contents lists the chapters which divide the manual. Users may wish to read the manual from front to back or read at random sections of particular interest. For further information, the user may contact the author at Student Academic Services, California Polytechnic State University, San Luis Obispo, (805) 546-2301.

Chapter 2

REVIEW OF RELATED LITERATURE

The amount of personal, expert, and courtroom testimony to the existence of separate and distinct languages within the English language is immense. In her moving and graceful autobiography, I Know Why the Caged Bird Sings, Maya Angelou comments:

> My education and that of my Black associates were quite different from the education of our white schoolmates. In the classroom we all learned past participles, but in the streets and in our homes the Blacks learned to drop s's from plurals and suffixes from past-tense verbs (Angelou, 1977, p. 191).

When asked what she thought made her fiction so distinctive, Toni Morrison, winner of the National Critics' Circle Award in 1978, responded:

> The language, only the language . . . . The worst of all possible things that could happen would be to lose that language. There are certain things I cannot say without recourse to my language. It's terrible to think that a child with five different present tenses comes to school to be faced with those books that are less than his own language. And then to be told things about his language, which is him, that are sometimes permanently damaging (Le Clair, 1981, p. 27).

In his decision in the Ann Arbor case, Judge Charles Joiner ruled:

> The language of 'Black English' has been shown to be a distinct, definable version of English, different from standard English of the school

> and the general world of communications. It has definite language patterns, syntax, grammar, and history (Joiner, 1979, p. 23).

William Lobov, recipient of the 1968 NCTE David R. Russell Award for Distinguished Research in English, served as an expert witness in the trial and testified that black English is spoken by approximately 80% of this nation's black population, regardless of region (Lobov, 1980). In her collection of reactions to the decision, Marcia Whiteman (1980) describes it as a precedent setting case which legitimizes black English as a rule-governed language system different from but not deficient in respect to standard English.

But thus far the discussion has centered around only one form of nonstandard English, black English. Is there evidence that other formal dialects exist within the English language? The unequivocal answer is yes. While most of the descriptive studies of nonmainstream varieties of English have examined black English, it is by no means the only dialect for which sociolinguistic research has been conducted. Current descriptions of dialects in the U.S. include a range of varieties which are ethnically, socio-economically, and/or regionally correlated (Wolfram, 1980). Over the past two decades, a great deal of research has been undertaken on the speech patterns of the economically impoverished and ethnically and socially isolated members of American society--those groups who speak nonstandard English (Christian, 1979). Individuals

who speak nonstandard forms of English come from a variety of racial, ethnic, socio-economic, and/or geographical backgrounds, including such diverse groups as inner-city blacks, American Indians, and Hispanics (Cronnell, 1981a). The dialect of second generation Hispanics is often called "Chicano English" (Garcia, 1981).

Moreover, all varieties of language are rule-governed systems; all dialects have rules and patterns that are systematic and express meaning (Barnitz, 1981). Anyone who speaks a language speaks a dialect of that language. The technical meaning of the word "dialect" refers to any given variety of a language shared by a group of speakers. These varieties usually correspond to differences of other types between the groups (social class for instance). In this technical use of the term, the relative "status" of a dialect is irrelevant. "Incorrect" forms such as, "I done it," are incorrect only in terms of their social acceptability. The value placed on a certain way of saying something, then, is linked to the social status of people who say it that way--on its propriety, not its linguistic merit. No one dialect, including standard English, is inherently superior to all others, and the notion that some dialects are more logical than others is fallacious (Wolfram and Christian, 1979).

But what exactly are these discreet conventions that differentiate nonstandard from standard English forms? Do they vary from dialect to dialect or are there certain

features that seem more given to exception? In terms of the overall system of English, the areas of difference between standard and nonstandard dialects are relatively few. To a large extent the grammatical systems are the same, but there are certain areas where divergence is likely to occur. These are suffixes, verb usage, characteristics of the use of the verb to be, negation, and, to a lesser extent, pronouns, adjectives, and irregular plurals (Wolfram and Christian, 1979). In his study of nonstandard English, William Lobov (1981) identifies the following points of variance: vowel succession, tense markers, pronominal apposition, foregrounding, negative concord, and invariant form of the verb to be. According to Thomas O. Edwards (1980) the greatest linguistic differences between black English and standard English are on the level of grammatical structure and include absence of verb tense markers, pronominal apposition, possessive -'s, plural -s, subject/verb agreement, double negatives, and absence of participle inflections. Studies consistently report that certain inflectional suffixes (-s, -'s, -ed) are frequently absent in black speech and writing. Other features specific to black English are invariant be, copula deletion, ain't, and multiple negation. While researchers have identified many Spanish-English contrasts, the omission of the inflectional suffixes is most common (Cronnell, 1981b). In a study designed to determine the influence of race, sex, and grade

level on form of English used, Carolyn McClendon Thompson (1981) found significant differences between races on the copula absence, possessive marker, and subject/verb agreement variables.

One integral aspect of these studies is that they refute the verbal deficit hypothesis which claims that dialect different speakers have underdeveloped or illogical language. This hypothesis has been disproved on linguistic and developmental psycholinguistic grounds. Differences in grammar do not imply lack of grammar development (Barnitz, 1981). Furthermore, the resounding consensus is that individuals have a <u>right</u> to use the dialect of their own cultural heritage. Dialect has many uses including prestige, self-confidence, group identity, opportunity to project personality and style, appreciation and respect of cultural heritage, and self-awareness (Anderson, 1979). School policies that require students to produce standard English can easily threaten a nontraditional student's sense of personhood (Gilbert, 1980). James Baldwin is said to have defended black English on the grounds that it adds vitality to the language and that it is not only a political instrument, but a vivid and crucial key to identity. In her turn, Rachel L. Jones (1982) asserts that standard English is not only unfamiliar, it is socially unacceptable for many blacks.

In 1974, the Conference on College Composition and Communication (CCCC) adopted the following resolution on students' right to their own language:

> We affirm the students' right to their own patterns and varieties of language--the dialects of their nurture or whatever dialects in which they find their own identity and style. Language scholars long ago denied that the myth of a standard American dialect has any validity. The claim that any one dialect is unacceptable amounts to an attempt of one social group to exert its dominance over another. Such a claim leads to false advice for speakers and writers, and immoral advice for humans. A nation proud of its diverse heritage and its cultural and racial variety will preserve its heritage of dialects. We affirm strongly that teachers must have the experiences and training that will enable them to respect diversity and uphold the right of students to their own language. (Committee on CCCC Language Statement, 1974, pp. 2-3)

Six years later, in 1980, the CCCC's parent organization, the National Council of Teachers of English, adopted what might be considered the converse of the 1974 resolution, in the form of a statement on the responsibility of English teachers in a multilingual, multicultural society (see appendix A). Schools do indeed need to give students the opportunity to learn standard English (Anderson, 1979). Failure to recognize dialect differences can have a harmful effect on a student's educational experience (Wolfram, 1980). In the final analysis, dialect different students systematically use language in ways that put them at a disadvantage in educational and professional settings (Hall, 1980). Different dialects carry different social values. Because of these values, some speakers may be seriously penalized in situations such as school or

employment (Christian and Wolfram, 1979). Educators sometimes make assessments and classifications based on how students speak; employers make placement and hiring decisions based on listening to how people talk (Wolfram and Christian, 1979). For the second generation Hispanic, language use is problematic because it is closely linked with cultural identity which needs to be maintained in the face of rapid acculturation, yet because it can directly affect academic achievement, career choice, and economic mobility, it can also determine an individual's sense of personal success or failure in life (Garcia, 1981). Hence, in teaching standard English skills to dialect different students, teachers must convey that nonstandard dialects are legitimate and viable, but that academia and the business world rightly or wrongly require standard English (Edwards, 1980). Teachers must make their students understand that the use of standard English variants does not necessitate a rejection of the students' own culture in favor of white middle class culture (Linn, 1975).

While nonstandard dialects are acknowledged by scholars as viable and in no way inferior or ineffective systems of communication, many employers will not hire a job applicant whose language is not a socially preferred dialect. In this way, standard English carries social, political, and economic advantages (Barnitz, 1981). A study of how employers respond to the language usage and language abilities of job applicants reveals that employers

tend to favor persons using standard spoken usage over persons using nonstandard dialects (Anderson, 1981). In other studies designed to measure the effect of attitudes toward language in hiring decisions, speakers of nonstandard English fared poorly. In order to enable speakers of nonstandard English to participate equally in educational and social opportunities, eduators must teach standard English to these speakers (McClain, 1981).

As one black coed at Southern Illinois University put it, "It hurts me to hear black children use black English, knowing they will be at yet another disadvantage in an educational system already full of stumbling blocks" (Jones, 1982). As we have seen, no variety of a language is inherently better than another; none is less logical or less complex than others. But to be accepted and succeed in school, dialect different students must change their language and cultural behavior and adapt to mainstream norms. For the members of the dominant group no change or adaptation is necessary. In this sense, nondominant culture students may be considered at a disadvantage although they are not intrinsically disadvantaged (Wolfram and Christian, 1979). Research clearly indicates that minority students experience more academic success in the school system as they gain greater command over the oral and written language of the school system (Maranon, 1981). Dialect difference affects the quality of education because the attitudes of teachers, school personnel, and other

students have a tremendous impact on the educational process. Often, people who hear a nonstandard dialect make erroneous assumptions about the speaker's intelligence. Studies have shown that there can be a self-fulfilling prophecy in teachers' beliefs about students' abilities (Wolfram and Christian, 1979). The consequence of teachers' attitudes can be profound. Attitudes can affect initial judgment about students' intelligence, academic potential and classroom contributions. This in turn affects students' views of themselves as learners, attitudes about institutions of education, and desire to participate (Hall, 1980).

Though differences in grammar do not indicate lack of grammar development (Barnitz, 1981), traditional schooling too often denies the linguistic strengths dialect different students already possess and proceed with instruction as if these students have no language or cognitive abilities in language (Meier and Cazden, 1982). As teachers gain an understanding of the rule governed nature and inherent equality of all dialects, perhaps they will form fewer unfair opinions of the intelligence or success potential of certain students based on their speech patterns (Christian, 1979).

But teachers' attitudes are not the only impediment the dialect different student encounters in obtaining an equitable education. Cultural and linguistic differences influence performance on tests (Barnitz, 1981), and often

lead to erroneous placement in remedial courses. Some standardized tests yield invalid assessments of linguistic competence, intelligent quotients, and scholastic aptitude. One reason dialect different students obtain low, unrepresentative scores on language tests is because such tests count as correct only standard English responses (Vaughn-Cooke, 1980).

The question might follow, "But if students can't communicate in standard English, shouldn't they be placed in remedial writing classes?" The answer is an emphatic no! not if those students are not basic writers. Obviously, if standard English underlies formal written discourse, students who do not speak standard English may have more trouble producing formal written discourse than students who speak standard English (Cronnell, 1981a,b). In her renowned book, Errors and Expectations, Mina Shaughnessy attributes many of the errors made by nontraditional students to dialect interference (Shaughnessy, 1977). While Patrick Hartwell (1980) disputes that dialect interferes with writing, the empirically based studies of Jerrie Cobb Scott (1981) and Marcia Whiteman (1976) have shown that dialect definitely influences writing. After all, for most readers, text that is riddled with nonstandard usage will be less easily read (Cronnell, 1981b). Moreover, writing is a transactional medium. While it is understood that dialect does not interfere with the formulation and clarification of ideas,

it can clearly interfere with the communication of those ideas to others. Although some dialect different students are basic writers, dialect different students are not by definition basic writers. Nonstandard English speaking students whose errors are largely found in a narrow range of linguistic features in the surface structure do not belong in remedial writing classes. They can be just as capable of generating and organizing ideas in a coherent fashion as their standard English speaking counterparts. These students' educational needs are not for remedial coursework, but for specialized linguistic training in the conventions of standard English (see sample essay, Appendix B).

And yet the gulf remains between sociolinguistic research evidence and educational application. A body of knowledge exists with import for the equitable education of all students, but the educational system on the whole is ignoring it. This failure to apply such a knowledge base imposes an educational barrier for students who speak nonstandard English. Despite some sociolinguists who have accepted the challenge to apply their research in an educational setting and some educators who have taken it upon themselves to use current knowledge in the context of their classroom teaching (Wolfram, 1980), what should have brought a wave of attitudinal and instructional change has barely brought a ripple.

Despite the research evidence, Roger Shuy (1980) explains that there is a false assumption that no special expertise or attitudes are necessary to teach dialect different students. Jerrie Cobb Scott (1981) gives one example of the error in this assumption. She shows how the distinction between implicit and explicit access to rules must be taken into consideration in planning English as a Second Dialect (ESD) instruction. The familiar rule, "a singular subject takes a singular verb" can be confusing to a learner whose dialect sytematically excludes the inflection -s in verbs and nouns. With a 3rd person singular subject, the -s is removed from the noun and added to the verb. With a plural subject, the -s is added to the noun and removed from the verb. Thus, when attached to a noun, the -s indicates plurality; when attached to a verb, it indicates singularity. One could argue that the rule sounds more like subject/verb disagreement, than agreement!

In June of 1980, John Baugh participated in a conference on the cultural and linguistic aspects of nonstandard English speaking groups. At the end of his presentation one teacher remarked:

> I think it's good we learned about the student's home environment, and now I know that their speech is different, not ignorant; but what I really need most of all is something that will work in the classroom. I need to have materials that will work now.

The cry is a familiar one. While schools have offered a variety of suggestions for teaching dialect different

students, most of the programs have failed for one reason or another (Baugh, 1981, p. 18). On the whole, academia has done a rather poor job of developing teaching materials, curricula, and teacher education programs, else there would be no need for judicial intervention such as in Ann Arbor. In the private sector, commercial publishers do not choose to gamble that their products are scientifically accurate, politically expedient, or economically feasible (Shuy, 1980).

Bruce Cronnell (1981a) admits that instructional strategies which meet the needs of linguistically different students have not been identified with any certainty. His volume, however, offers a "beginning look" that will, he hopes, encourage additional work in the area. While some practitioners advocate the use of English as a Second Language techniques to help remove dialect influence in writing (Cronnell, 1981b), Shuy (1980) reports that these early efforts to teach standard English to ESD students resulted in compendiums of rather dull and useless drills with the intention of eradicating "bad" speech habits. A more positive language strategy that allows for teaching standard English without attempting to abolish dialects includes comparing and contrasting grammatical features of standard and nonstandard dialects, concentrating on one feature at a time, and using the students' own essays and short writing assignments (Anderson, 1979). Students need to develop knowledge about the use of different dialects in

different situations; therefore, teachers should teach all students about the systematic differences between standard and other dialects. In this way ESD instruction should not be limited to the ESD classroom alone (Gilbert, 1980). In developing curricula for facilitating the acquisition of a standard English dialect, students must be made aware of the systematic differences between the home dialect and the school dialect (Barnitz, 1981). Once students begin to see that standard English is a new form of discourse, then they can be given practice exclusively with standard English forms, with emphasis on areas in which greater interference is likely to occur. To teach standard English composition to ESD students one must recognize the existence of dialect, distinguish the dialect from standard English, indicate that writing is different from oral discourse, and emphasize writing and proofreading in standard English (Edwards, 1980).

Since dialect primarily influences surface features of writing, the teaching of editing skills is particularly important for speakers of nonstandard dialects (Cronnell, 1981b). The ability to write clear coherent passages is the most important goal of writing instruction. However, if there are errors in usage such as erroneous verb forms those forms detract from the overall product. To deal with this, one approach suggests that special attention be given to teaching proofreading. Nonstandard features such as the absence of suffixes do not involve lack of knowledge of the

concept. They can be changed during revision as part of the composing process. This type of proofreading is most effectively taught during group discussions of students' essays (Christian, 1979). In her exhaustive study of the influence of spoken language patterns in the writing of black college freshmen, Jerrie Cobb Scott found that while nonstandard English patterns may be transferred from oral to written language, standard English rules may be monitored, and nonstandard English forms edited out of written language. If a student has learned a standard English rule but still must apply it consciously, deliberate attempts are probably more successful when one is performing writing tasks, than when one is speaking (Scott, 1981). Moreover, proofreading should be separated from other types of editing, and teachers must help students classify their writing problems so that they will know what to look for as they proofread (Black, 1982). While editing may involve the addition, deletion, substitution, or rearrangement of words, sentences, or paragraphs, proofreading deals strictly with the mechanics of the writing and is thus a highly suitable means by which the dialect different student can learn to detect errors of standard English in his or her writing.

Even in a supportive institutional environment, adjusting language instruction to meet the need of a culturally diverse population is a complex and challenging task. While teachers have available a limited but growing

body of research on the language of nondominant culture communities, their most significant and accessible resource is the information that can be derived from daily interactions with students themselves. In the end, it falls to the ingeniuty and sensitivity of individual classroom teachers to create workable methods for effective instruction (Meier and Cazden, 1982). The aim of this manual is to assist in meeting that end.

Chapter 3

DESCRIPTIONS FOR THREE ENGLISH AS A SECOND DIALECT COURSES

New Course Proposal

COURSE TITLE:
Applied Linguistics: Controlled Composition
COURSE NUMBER:
ENGL 106
QUARTER UNITS:
3.0
DEPARTMENT AND SCHOOL:
Student Academic Services/
English - Communicative Arts and Humanities
TYPE OF COURSE:
Lecture
DATE PREPARED:
February 3, 1983
ANTICIPATED CLASS SIZE:
20
FEE REQUIRED:
None
HOURS CLASS WILL MEET:
3.0
NUMBER OF SECTIONS ANTICIPATED:
Fall: 1 Winter: 1
COURSE DESCRIPTION:
ENGL 106 Controlled Composition (3)
For speakers of nonstandard English variations. Instruction aimed at mastering specific conventions of standard English: inflections, article usage, pronoun/antecedent agreement, subject/verb agreement, tense agreement, and punctuation. Frequent copying and proofreading assignments requiring transformations of grammatical units. 3 lectures.
Prerequisite: consent of instructor.
JUSTIFICATION:
Over the past two decades, a great deal of research has been conducted on the language patterns of the economically disadvantaged and ethnically and socially isolated members of American society--those groups who speak nonstandard forms of English. Educators and scholars agree that students experience greater academic success as they gain greater command of the written language of a school system. ENGL 106 will provide effective methods by which dialect different students can acquire standard English skills.
STAFFING:
Student Academic Services will supply the staffing necessary to implement this course, provided the prerequisite stands. (The prerequisite, "consent of instructor," will guarantee S.A.S. students priority enrollment.)
FACILITIES, MATERIALS AND EQUIPMENT:
Classroom, desks, and chalkboards.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY Course: English 106
San Luis Obispo Date : 02/03/83
Prepared by:
Wendy Demko Reynoso

I. Catalog Description

ENGLISH 106 Applied Linguistics: Controlled Composition (3)

For speakers of nonstandard English variations. Instruction aimed at mastering specific conventions of standard English: inflections, pronoun/antecedent agreement, article usage, subject/verb agreement, tense agreement and punctuation. Frequent copying and proofreading assignments requiring transformations of grammatical units. 3 lectures. Prerequisites: consent of instructor.

(to provide dialect different students with effective methods of standard English acquisition)

II. Required Prerequisite
Consent of instructor.

III. Expected Outcomes
Through a comparative/contrastive instructional approach, English as a Second Dialect (ESD) students will increase their awareness of the systematic differences between standard and nonstandard English.

Students will be able to:
a. identify differences in spoken and written English
b. describe the role of proofreading within the writing process
c. list four areas of grammatical divergence between standard and nonstandard English
d. manipulate with precision grammatical units in formal discourse
e. detect surface structure errors of standard English in transcribed essays.
f. demonstrate knowledge of common punctuation rules of written English

IV. Text and Reference
Controlled composition test
English handbook
Dictionary
Worksheets

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V. Minimum Student Materials Required
Notebook
Writing materials

VI. Minimum Facilities Required
Classroom
Desks
Chalkboards

Syllabus
Engl 106-01
Fall, 1983

Wendy Demko Reynoso
Student Academic Services
546-2301
Office Hours: 8:00-9:00
daily

Texts: The Copy Book by Thomas Friedmann and James MacKillop (Holt, Rinehart and Winston, 1980).
Guide To Rapid Revision by Daniel D. and Paula R. Pearlman (Bobbs-Merrill, 1982).
Tar Baby by Toni Morrison (Alfred A. Knopf, Inc., 1981).

Materials: Red and green ink or felt tip pens.

Grading Policy: 50% Quizes (and written work*)
50% Final
Failure to complete homework when due will result in reduction of course grade.

Attendance: More than three absences will result in reduction of course grade. Tardy = Absent.

Unit I — Proofreading. Read Step 1, page 6 in The Copy Book. Copy legibly pages 10, 11, 12, and 13 making no errors. Be sure to proofread your work. Underline the predicate twice and the subject once in each sentence.

Unit II — Articles and Inflections -s. Read Step 2, page 16 in The Copy Book. Follow instructions for exercises on pages 17, 18, 20, and 23. In addition to the changes the directions call for, you must also circle the inflection -s in red or green pen, whichever is appropriate. And remember to underline predicates twice and subjects once.

Written Assignment: Read directions on page 25 and answer numbers 4, 5, 6, and 7. Use complete sentences. Underline your predicates and subjects.

* Assignments will be graded CR/NC. There are ten such assignments. Fewer than eight credits will result in reduction of course grade.

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Unit III — Pronoun Agreement, Possessives, and Inflection-s.
Read Step 3, page 26 and Step 5, page 45. Do pages 28, 32, 33, 47, and 48. Circle inflection -s and underline predicates and subjects.

Written Assignment: Read page 34 and answer number 7.

Unit IV — Subject-Verb Agreement. Read Step 4, page 35. Do pages 38, 41, 42. Next, read Step 6, page 54. Do pages 55, 56, 59, 60, and 61.

Written Assignment: Read page 44 and answer numbers 5 and 9.

Unit V — Present-Tense. Read Step 7, page 64. Do pages 65, 66, 68, 69, 70, 71, and 72.

Written Assignment: Read pages 73 and answer number 7.

Unit VI — Past Tense. Read Step 9, page 85. Do pages 86, 89, 90, and 92.

Written Assignment: Read page 94 and answer number 2.

TAR BABY*

Quiz I	October 7, Friday	pp. 1- 51	(thru chapter 2)
Quiz II	October 14, Friday	pp. 52-109	(thru chapter 4)
Quiz III	October 21, Friday	pp. 110-160	(thru chapter 5)
Quiz IV	October 28, Friday	pp. 161-209	(thru chapter 8)
Quiz V	November 4, Friday	pp. 210-263	(thru chapter10)

* Assignments will be graded CR/NC. There are ten such assignments. Fewer than eight credits will result in reduction of course grade.

New Course Proposal

COURSE TITLE:
Applied Linguistics: Controlled Composition
COURSE NUMBER:
ENGL 107
QUARTER UNITS:
3.0
DEPARTMENT AND SCHOOL:
Student Academic Services/
English - Communicative Arts & Humanities
TYPE OF COURSE:
Lecture
DATE PREPARED:
February 3, 1983
ANTICIPATED CLASS SIZE:
20
FEE REQUIRED:
None
HOURS CLASS WILL MEET:
3.0
NUMBER OF SECTIONS ANTICIPATED:
Spring: 1
COURSE DESCRIPTION:
ENGL 107 Controlled Composition (3)
For speakers of nonstandard English variations. Practice in composing and proofreading essays with focus on the specific features of standard English reviewed in ENGL 106. Additional drill and practice in progressive and perfect tenses, present and past participles, and negating and contradicting.
3 lectures.
Prerequisite: ENGL 106 or consent of instructor.
JUSTIFICATION:
Over the past two decades, a great deal of research has been conducted on the language patterns of the economically disadvantaged and ethnically and socially isolated members of American society--those groups who speak nonstandard forms of English. Educators and scholars agree that students experience greater academic success as they gain greater command of the written language of a school system. Taken in sequence with ENGL 106, ENGL 107 will provide dialect diffferent students with additional practice in methods of standard English acquisition.
STAFFING:
Student Academic Services will supply the staffing necessary to implement this course, provided the prerequisite stands. (The prerequisite, "consent of instructor," will guarantee S.A.S. students priority enrollment.)
FACILITIES, MATERIALS AND EQUIPMENT
Classroom, desks, and chalkboards.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo

Course: English 107
Date: 02-03-83
Prepared by:
Wendy Demko Reynoso

I. Catalog Description

ENGLISH 107 Applied Linguistics: Controlled Composition (3)

For speakers of nonstandard English variations. Practice in composing and proofreading essays with focus on the specific features of standard English reviewed in ENGL 106. Additional drill and practice in progressive and perfect tense, present and past participles, and negating and contradicting. 3 lectures. Prerequisite: consent of instructor.

(taken in sequence with ENGL 106, ENGL 107 will provide dialect different students with more advanced methods of standard English acquisition)

II. Required Prerequisite
ENGL 106 or consent of instructor

III. Expected Outcomes
Through a comparative/contrastive instructional approach, ESD students will increase their awareness of the systematic differences between standard and nonstandard Englisn.

Students will be able to:

a. describe the role of proofreading within the writing process
b. manipulate with precision grammatical units in formal discourse
c. list eight areas of grammatical divergence between standard and nonstandard English
d. demonstrate proficiency in applying rules of punctuation to written English
e. compose sentences that express meanings clearly and concisely
f. generate and organize ideas coherently
g. detect surface structure errors of standard English in their own essays

IV. Text and References
Controlled composition text
Revision handbock
Dictionary
Worksheets

Catalog Description/Engl 107
Page Two

V. Minimum Student Materials Required
Notebook
Writing Materials

VI. Minimum Facilities Required
Classroom
Desks
Chalkboards

Syllabus for English 107-01

Wendy Demko Reynoso
Student Academic Services

Course Description: Practice in composing and proofreading essays with focus on the specific features of standard English reviewed in English 106. Additional drill and practice in progressive and perfect tenses, present and past participles, and negating and contradiction.

Texts:

The Copy Book by Thomas Friedmann & James MacKillop (Holt, Rinehart, Winston, 1980)
Guide to Rapid Revision by Daniel D. Pearlman (Bobbs-Merrill Educational Publishing, 1982).
The Color Purple by Alice Walker (Washington Square Press, 1982).

Grading Policy:

Homework & Quizzes - 25%
Written Work* - 25%
Final - 50%

Attendance Policy: Over three absences will result in reduction of course grade: Tardy = Absent.

Homework: Homework must be turned in every Monday. No late papers will be accepted!

Unit I

Present Progressive Tense. Read Step 8 pp. 74 and 75 in The Copy Book. Complete three of the four exercises and proofread your work carefully!
Written assignment: page 84, number 2.

Unit II

Past Progressive Tense. Read Step 8, p. 80 in The Copy Book. Complete all three exercises and proofread your work carefully!

Unit III

Present Perfect Tense. Read Step 11, pp. 104-107. Complete all three exercises.
Written assignment: page 117, number 1.

* Assignments will be graded CR/NC. There are ten such assignments. Fewer than eight credits will result in reduction of course grade.

Syllabus for English 107-01
Page Two

Unit IV	Past Perfect. Read Step 11, pp. 111 and 112. Complete three of the four exercises. Written assignment: page 117, number 6.
Unit V	Negating and Contradicting. Read Step 16, pp. 164 and 167-8. Complete four of the seven exercises.
Unit VI	Participles. Read Step 25, pp. 259-60 and 263-4. Complete three of the five exercises.

Color Purple *

Quiz I	pages	1- 50 plus translations
Quiz II	pages	51- 99 plus translations
Quiz III	pages	100-150 plus translations
Quiz IV	pages	151-201 plus translations
Quiz V	pages	202-251 plus translations

Introduction to English 136/7

During the first weeks of class the instructor will:

I. Administer diagnostic test.

II. Briefly explain why many students have difficulty writing (link between reading and writing; difference in spoken and written discourse; advantage of being read to as an infant; practice--average 350 words per semester written in vocational schools; property taxes funding school districts which translates into inferior education).

III. Reiterate students' right to their own language. Purpose of this course is not to denigrate or elevate any one dialect over another. The aim is to provide students with the standard English skills required in academic work.

IV. Provide detailed description of the course content, listing the specific units to be covered and explaining how this relates to the composing process.

V. Discussion topics:

1) What is writing all about? Why write? What is the purpose of writing?
2) What two things does the writer strive for?
3) How do writing and talking differ? What are the advantages of writing?
4) What is grammar? How integral is grammar to composition?
5) What is a complete sentence? What are the components of a complete sentence?
6) What is a noun?
7) What is a verb?
8) What is an adjective?
9) What is an adverb?
10) What is a predicate and how can one identify it?
11) What is a subject and how can one identify it?
12) How does the writer inform the reader where a sentence begins and ends? Why is this necessary?
13) What does a period signify? A capital letter? A comma?

VI. Explain the theory behind this approach to the acquisition of grammatical skills. The copy technique postulates that students can acquire skill in writing through controlled composition and habituation. Rather than memorizing rules of grammar, students work directly with grammar. The copy technique bridges the gap between learning how to write by reading and learning how to write by writing. Through structured writing exercises (copying with modification), students develop a writer's ear and eye for "correctness." While there is much more to writing than "correctness" and while the conventions of standard English are not inherently superior to the conventions of other dialects, the focus of this course is on learning the rules of standard English required in academic writing.

VII. Review assigned and recommended texts.

VIII. Define proofreading and explain how the copy technique strengthens that critical aspect of the writing process. Ask students to name the four stages of the writing process. Ask students to identify what features of standard English they should proofread for.

IX. Explain the reason for circling inflection -s in red and green pens. (Focuses students' attention on -s endings, one of the biggest pitfalls for dialect different students. Green for plural -s, green signifying growth, reproduction, more than one, plurality. Red for third person singular, red signifying, "stop; think about this one; verbs are more difficult to spot.")

X. Explain why it is important to be able to identify subjects and predicates. (Identification of subjects and predicates in each sentence while proofreading will alert the proofreader to three of the most commonly made errors: subject/verb agreement errors resulting from plural -s and third person singular -s; tense agreement errors resulting from -ed tense markers; terminal punctuation errors resulting from fragments and/or run-ons.)

XI. Warn students that quizes on unit (copy) work are scored rigidly. -10 for each error, including red and green inflection -s errors and subject/predicate identification errors.

XII. Inform students that in addition to grading the homework assignments in class, students will occasionally punctuate unpunctuated paragraphs, take dictation, and correct erroneous sentences extracted from students' written assignments ("focus on errors" handouts).

Dialect Influence in Writing

A Diagnostic Instrument

Six of the most common areas of divergence between standard and nonstandard written English are:

inflections	(3rd person singular -s: She want one. plural -s: I had two car. possessive marker: This is John house. past participles: They have taste it.)
vowel succession	(articles "a" and "an": He is a honest man.)
pronoun antecedent	(I want to go horseback riding because I enjoy them.)
pronominal apposition	(My father, he was proud.)
tense markers	(They saw the rain when they look out the window.)
infinitive usage	(I wanted to made good grades.)

The following diagnostic instrument is designed to measure a student's ability to detect these errors in written standard English. There are approximately four items for each linguistic feature cited, along with four items testing sentence recognition.

When used for assessment purposes, this instrument should be administered before and after students have completed English 106 and English 107.

Standard Written English

(the kind of writing commonly found in textbooks)

Directions: In each of the following sentences you may find one error in standard written English. Some sentences, however, are correct as written and require no change.

When you see an error, correct it on the test sheet.

Sample Sentence	Sample Correction
He be a good student.	He ~~be~~ is a good student.
We don't want none.	We don't want ~~none~~ any.
Didn't nobody see it.	Didn't ~~nobody~~ N ~~see~~ saw it.
I want to go home now.	I want to go home now.

Note: In a few sentences, one error may require more than one change. Be sure to change only that portion of the sentence which is incorrect. Correct sentences should not be marked in any way.

You have 25 minutes to complete this test.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

Name: _____

SS#: _____

1. One of Linda's goal is to make her parents proud of her.

2. Rachel decided she wanted to watch the races rather than compete in it.

3. Rene loves the idea of being an aunt, the only thing she doesn't like is being asked to babysit every night.

4. A pronoun is a word that is use in place of a noun.

5. My mother works hard everyday at a factory to provide for our family.

6. Unfortunately, there was an accident on the freeway and two of the player were unable to get to the park.

7. My sister, she plans to join the U.S. Army if she isn't accepted to Cal Poly next year.

8. Clarence had to made the decision to go to college or stay at home and find a job.

9. I went to the library, reviewed my notes, did some homework, and wrote a letter home since I have a couple of free hours.

10. They believe in the people right to privacy.

11. Janice was ready to study after spending a hour and a half talking on the phone to her boyfriends.

12. Leroy's father is in the hospital, so he need to get a job in order to support the family until his dad recovers.

13. A college student must be prepared to do homework every night if they want to do well in school.

14. I'll stay home, I saw the movie last year.

15. Juan came by with a new battery because Pedro car wouldn't start.

16. In the paper I wrote for Dr. Taylor, I described the causes of the Civil War and point out the differences in the industrial North and agrarian South.

17. A child is required to have a record of immunizations before they are permitted to attend first grade.

18. Jesse Jackson, the founder of Operation Push, is a angry man working within the system to make needed changes.

19. Maria knows that she must read more if she want to improve her writing.

20. I wanted to discussed some of the events with the club members, but there wasn't enough time.

21. She doesn't expect it to be easy, but she doesn't intend to stop trying.

22. Alfredo was suppose to pick us up at the bus station, but he never got the message.

23. The income of women working to support a family average far less than that of men.

24. The average woman "head-of-household" makes only 59c for every dollar her male counterpart make.

25. This test, it is designed to measure a student's ability to detect errors in standard written English.

26. I really did want to completed the assignment, but I didn't have time.

27. Paco wants to buy a van or bus, that way he can take his family with him when he goes to Mexico.

28. The people in Nicaragua live in fear of a attack from the Somozista Forces.

29. Terry and Lynn, two of the brightest students in the class, fear they may not graduate because of the Junior Writing Test.

30. Manuel is taking too many unit this quarter, and his grade point average will probably suffer accordingly.

31. As the years passed and the children grew older, they realize the importance of an education.

32. James Baldwin is said to have defended diverse dialects on the grounds that it adds vitality to the language.

33. Jimmy and some of his friends, they planted crops that were new to the area.

34. Within four years she wants to have achieve a position as a newscaster for a television station.

35. Victor graduated last June and is looking for a job as a electrical engineer.

36. Research of the last 10 to 15 years have largely been directed towards establishing the legitimacy of nonstandard dialects.

37. When she was reading, her friends came in her room and ask her if they could turn on the television.

38. A key point is that these dialects are not simply "bad" English, they are rule-governed systems that express meaning.

39. The four color on the sign are red, yellow, green, and blue.

40. With the open enrollment policies and special admissions programs spawned by the social unrest of the 1960's, college English teachers have discovered that the old ways of teaching English are ineffective with large groups of new students.

New Course Proposal

COURSE TITLE:
Fundamentals of Standard English:
Spelling & Vocabulary
COURSE NUMBER:
ENGL 108
QUARTER UNITS:
2.0 (CR/NC)
DEPARTMENT AND SCHOOL:
Student Academic Services/
English - Communicative Arts and Humanities
TYPE OF COURSE:
Lecture
DATE PREPARED:
February 3, 1983
ANTICIPATED CLASS SIZE:
20
FEE REQUIRED:
None
HOURS CLASS WILL MEET:
2.0
NUMBER OF ANTICIPATED SECTIONS:
Fall: 1 Winter: 1 Spring: 1
COURSE DESCRIPTION:
ENGL 108 Spelling and Vocabulary 2.0 (CR/NC)
For speakers of nonstandard English variations who need additional work with the conventions of standard English. Programmed instruction in vocabulary development with additionall drill and practice in the English sound system as it relates to spelling. Repeatable. 2 lectures.
Prerequisite: consent of instructor.
Credit/No Credit grading only.
JUSTIFICATION:
Spelling and word recognition are necessary skills for composition and comprehension at the university level. Yet many students, particularly those who are considered nontraditional, speak a dialect of English which employs a different English vocabulary and form of pronunciation. These students need training in standard English orthography and vocabulary if they are to meet their full academic potential. ENGL 108 will give nontraditional students access to these standard English skills.

New Course Proposal
Page Two

STAFFING:
Student Academic Services will supply the staffing necessary to implement this course, provided the prerequisite stands. (The prerequisite, "consent of instructor," will guarantee S.A.S. students priority enrollment.)

FACILITIES, MATERIALS AND EQUIPMENT:
Classroom, desks, chalkboards

CALIFORNIA POLYTECHNIC STATE UNIVERSITY Course: English 108
San Luis Obispo Date: 02-03-83
Prepared by:
Wendy Demko Reynoso

I. Catalog Description

ENGLISH 108 Fundamentals of Standard English: Spelling and Vocabulary (2) (CR/NC)

For speakers of nonstandard English variations who need additional work with the conventions of standard English. Programmed instruction in vocabulary development with additional drill and practice in the English sound system as it relates to spelling. Repeatable. 2 lectures. Prerequisite: consent of instructor. Credit/No Credit grading only. (To enable dialect different students to meet their full academic potential through the acquisition of standard English skills in orthography and vocabulary.)

II. Required Prerequisite
Consent of instructor.

III. Expected Outcomes
English as a Second Dialect (ESD) students will increase their vocabulary level and their knowledge of the relationship between letters and sounds.

Students will be able to:
a. produce the forty sounds of the English language as they relate to letters.
b. apply the five spelling unit probabilities to regular and irregular words.
c. pronounce words using common diacritical marks.
d. manipulate accent in determining pronunciation.
e. exhibit understanding of rules of syllabification.
f. demonstrate knowledge of specific Latin and Greek derivatives.

IV. Text and References
Programmed text for vocabulary development
Worksheets
A handbook
A dictionary

V. Minimum Student Materials Required
Notebook
Writing materials

VI. Minimum Facilities Required
Classroom
Desk
Chalkboards

VII. Expanded Description of Content and Method of Instruction
ESD students will be given worksheets describing the voice and facial gestures involved in producing the forty sounds of the English language. Labels will be given to each sound linking the gesture to the sound. The specific letters or combination of letters associated with each sound will be reviewed.

In applying the five spelling unit probabilities to regular and irregular words, students will improve their word recognition ability. Word parts, syllables, pronunciation, and context will be stressed in improving comprehension at the word level. In addition to classroom lectures, tutoring will be available for students with auditory conceptualization problems.

Using a programmed text, common Greek and Latin derivatives will be introduced. Discussion and boardwork will reinforce internalization of these clues to word meaning, and students will apply acquired techniques of auditory discrimination in sounding out and spelling newly learned vocabulary.

The class may be repeated by students with severe spelling disorders. Lecture, discussion, and some individual tutoring will be the means of instruction. The tutors will be hired, trained, and supervised by the course instructor.

VIII. Methods of Evaluating Outcomes
Periodic objective examinations testing competency in the listed skills will determine satisfactory completion of the course.

Syllabus for English 108-01

Wendy Demko Reynoso
Student Academic Services

Course Description: Programmed instruction in vocabulary development with additional drill and practice in the English sound system as it relates to spelling.

Texts: Programmed College Vocabulary 3600 by George W. Feinstein (Prentice-Hall, Inc.); any college level dictionary.

Grading Policy: Students are required to bring one newly learned word to each class session. The sentence in which the word is found and the source should be included. A word list (including sentences and diacritical marks) should be maintained on loose leaf paper. These will be collected periodically throughout the quarter.

Quizzes: A textbook quiz will be given once a week.

Attendance: More than two absences will result in a grade of NC in this course.

Week two: Latin Derivatives (page 5, Vocabulary 3600)

Week three: Latin Derivatives (page 24)

Week four: Greek Derivatives (page 42)

Week five: Greek Derivatives (page 61)

Week six: Misused words (page 135)

Week seven: Misused words (page 149)

Week eight: Descriptive Words (page 77)

Week nine: Descriptive Words (page 97)

Week ten: Action Words (page 116)

Introduction to English 108

During the first weeks of class the instructor will:

I. Administer diagnostic test.

II. Briefly explain why some students have difficulty spelling (some never received phonetic training; some received it before they were ready developmentally; some are not auditory learners).

III. Describe the theory behind this method of instruction (by attaching a label to the facial gestures required to produce a sound, the sound acquires a new association).

IV. Discuss aspects of the class (sounds, spelling units, word parts, syllables, pronunciation, stress, context, derivatives, programmed instruction).

V. Review grading policy and required textbook.

VI. Disperse hand-outs (sounds of consonants and vowels, illustrations, spelling unit probabilities).

VII. Inform students that they will be tested weekly on the assigned chapter from the textbook. During the third week, they will also be tested on sound labels. During the fifth week, they will also be tested on the spelling unit probabilities and common suffixes.

VIII. Describe "new vocabulary" class activity. (During the quarter, each student will come before the class, list the labels to a new vocabulary word discovered in reading, ask the class if it can then pronounce the word, spell the word, define the word. Next the student will read the word in the context of the sentence in which it was found, and classmates will look the word up in their dictionaries.)

IX. Describe "focus on probabilities" class activity. (Instructor will ask students to spell several words on scrap paper, making a duplicate if desired. The scrap paper will then be collected and redispersed randomly. Instructor will then ask for the various spellings for each word, examining the erroneous spellings, asking individual students to pronounce the misspelled words, and asking students to identify the spelling unit probabilities that apply to the correct spelling of the words.)

Diagnostic Spelling Test

Modified San Diego Quick Assessment Test

quietly	comment
moment	dominion
exclaim	impetuous
lonely	enumerate
since	daunted
decided	capacious
amazed	limitation
considered	embankment
discussed	isolation
behaved	molecule
splendid	momentous
acquainted	gratuitous
escaped	inept
bridge	rotunda
commercial	exonerate

Chapter 4

BEHAVIORALLY STATED OBJECTIVES AND PROCEDURES FOR THREE WEEKLY WORKSHOPS

Vocabulary Workshop

MATERIALS: Chalk; chalkboard; Vis-ed English vocabulary cards; dictionaries (Merriam-Webster, Oxford, Random House, etc.).

OBJECTIVES

Student will demonstrate:

1. Knowledge of and ability to use guide words by using guide words when looking up definitions of vocabulary words.
2. Knowledge of and ability to use diacritical marks by using diacritical marks to pronounce vocabulary words.
3. Understanding of basic parts of speech by identifying orally what part of speech a word is based on how the word is used in the context of a sentence.
4. Understanding of vocabulary words by correctly using vocabulary words in original sentences.
5. Ability to construct grammatically correct sentences in writing using new vocabulary by constructing grammatically correct sentences in writing using new vocabulary.

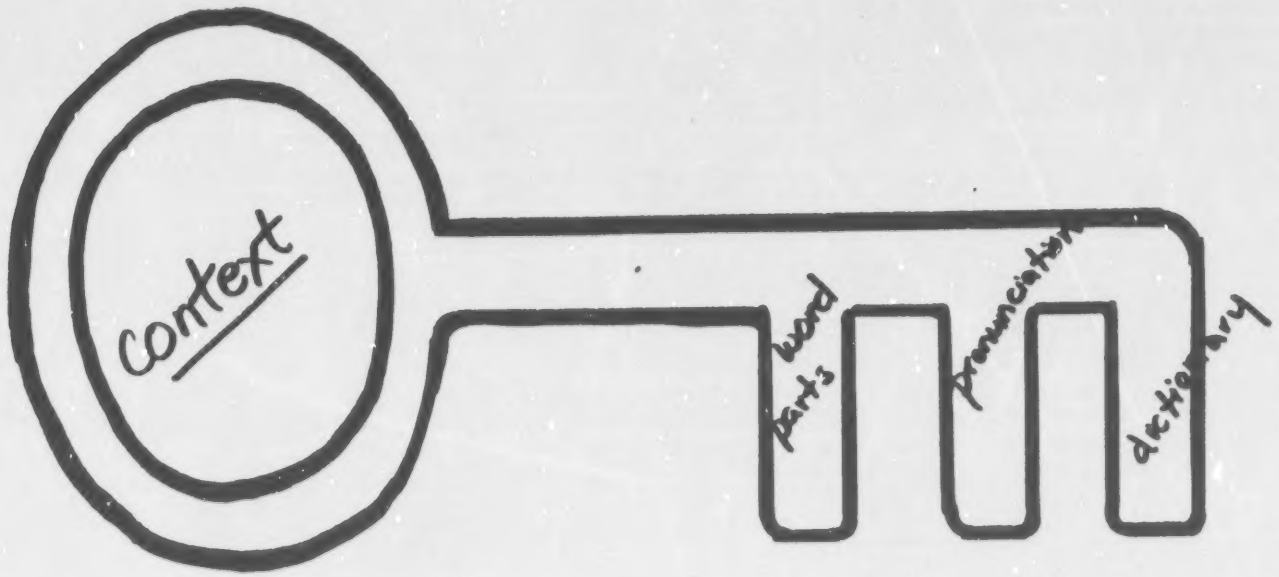
PROCEDURE

Facilitator will:

1. State purpose of workshop.
2. Discuss significance and relevancy of an expanded vocabulary (reading, career promotion, self-expression, general knowledge, grasp of ideas, fun!).
3. Recommend vocabulary-building strategy (stressing word awareness, circling new words in reading, using context clues, examining word parts, using dictionary, maintaining list, talking over with friends, using in conversation).
4. Discuss difference in denotation and connotation (ex., poignant).
5. Disperse dictionaries.
6. Disperse Vis-ed English vocabulary cards.
7. Instruct first student to pronounce word on his/her card orally and ask, "Does anyone know the definition?" Read the word in the sentence provided on the card. "Now, can anyone define the word?" Student will read definition on back of card. Other students will look up definition in dictionary and read aloud. Students will decide which definition to use and facilitator will write the word and definition on the board.
8. Ask student to write a new sentence on the board using the word.
9. Begin again, with second student, at step 7.

KEY TO VOCABULARY EXPANSION

When you encounter an unfamiliar word, don't just skip over it. Examine the word closely keeping context in mind. Look for a familiar prefix, suffix, or root. Pronounce the word in as many ways as possible, giving stress to each syllable. By doing so, you may discover that you have heard this word used without realizing it. If so, don't be satisfied until you have looked the word up and marked it in your dictionary. Remember, some words can trick you unless you learn their precise meaning. And precision is the necessity of good writing!



noun - names a person, place, or thing.
may follow "the," "a," or "an."

verb - reflects action or state of being.
can change in tense (I walk,
I walked, I will walk, etc.)

adjective - describes something.
tells how many, which one, or what kind.
modifies a noun.

adverb - describes action.
tells how, when, or where.
modifies a verb.

Spelling Improvement Workshop

MATERIALS: Handouts: English alphabet, Lindamood sound labels, vowel chart, colored blocks.

OBJECTIVES

Students will demonstrate:

1. Knowledge of difference between voiced and non-voiced sounds by orally producing voiced and non-voiced sounds.
2. Knowledge of the 25 consonant sounds by producing orally the 25 consonant sounds.
3. Knowledge of the fifteen vowel sounds by producing orally the fifteen vowel sounds.
4. Understanding of consonant and vowel labels by matching orally consonant and vowel labels to consonant and vowel sounds.
5. Ability to identify labels of sounds in words by identifying orally labels of sounds in words pronounced by facilitator.
6. Ability to conceptualize sounds in sequence by using colored blocks to represent each sound in sequence and identifying it by label in words pronounced by facilitator.

PROCEDURE

Facilitator will:

1. Explain format and theory of workshop.
2. Provide list of alphabet with consonant sound labels.
3. Explain label and produce sound for each consonant sound for students to emulate.
4. Observe students individually produce consonant sounds when given labels.
5. Illustrate changes in mouth and tongue formation necessary to produce fifteen vowel sounds.
6. Provide four labels by which fifteen vowel sounds are categorized.
7. Provide colored blocks for students to practice sound conceptualization.
8. Pronounce words while students conceptualize sounds and identify their labels with the use of colored blocks.

Spelling Improvement Workshop

An Overview of the English Language Sound System as it Relates to English Orthography

English orthography is very complex but it is systematic. Many composition and reading comprehension problems begin at the word level. This interference, the non-recognition of words, is often due to a lack of knowledge of the sound system which the English spelling system represents. In reading and composing then, meaning is lost when concentration is focused on individual words, not content.

If you are a poor speller, you probably use words in speech that you can not spell and you probably recognize words when you read them that you cannot pronounce. Once you understand the relationship between the letters and the sounds, you will be able to make better use of both spoken and written language.

In the English alphabet, there are:

26 letters

21 consonants

5 vowels

40 sounds

25 consonant sounds

15 vowel sounds

In order to become fluent in English reading, writing, and speaking, you have to learn the system by which letters

represent sounds in writing. That is the thrust of this workshop. It is strongly recommended for ESL students because pronunciation is stressed. It is strongly recommended for native speakers with poor spelling because the association between letters and sounds is made.

Again, while English spelling is difficult, it is also very systematic. The purpose of this workshop is to teach you the system of English spelling, with special emphasis on the sounds of that system and how they are formed. The workshop is an adaptation of the Lindamood technique to auditory conceptualization remediation. As students, you will learn the relation of sounds to letters and more importantly, the physical movements which produce the sounds. If you can't spell, it is because you don't know the system or the relationship of letters to sounds. That's what you'll learn through the work you do in this workshop.

VOWEL CHART

SMILE ROUND

EE

I OO

E

AE UU

A OE

U

O AU AW
OPEN

SLIDERS oi, oy
ou, ow
ue
ie

BORROWER y

Spelling Unit Probabilities

1. VCE (vowel, consonant, E): the vowel will usually say its name.

2. Before an i, e, or y
   c makes a (s) skinny sound (ace)
   g makes a (j) fat pushed sound (gender)
   dge makes a (j) fat pushed sound (lodge)

3. When two vowels are together in one syllable, usually the first will be the one stressed.
   ai - a says its name (wait)
   ea - e says its name (each)
   ea - smile e sound (head)
   oa - o says its name (boat)

4. Open vowels in multisyllable words often say their names (vocabulary vo/cab/u/lar/y)

5. Schwa sound: smile u sound (under)
   a and o often make this sound (alone) (company)

<u>Suffixes</u>

le:
- dle - dul (puddle)
- tle - tul (little)
- ple - pul (steeple)
- gle - gul (eagle)

- tion - shun (mention)
- sion - shun (profession)
- tian - shun (Martian)
- cian - shun (physician)
- cion - zhun (coercion)

- tial - shul (martial)
- cial - shul (special)
- tio - sho (ratio)

- ous - us (momentous)
- eous - ee ous (piteous)
- cious - shus (spacious)
- tious - shus (cautious)
- gious - jus (contagious)
- gion - jun (region)

- ture - chur (fixture, picture)

Vowel Labels
with
Words Showing Common Spelling Units

VOWELS - SMILE	
ee	feet, these, eat, piece
i	sit, gym
e	egg, head
ae	cake, wait, day, they, eight
a	apple
u (schwa sound)	up, ago, company, suffix al
VOWELS - OPEN	
o, au, aw	hot, draw, cause, far, call
VOWELS - ROUND	
oe	toe, hope, soap, know, go
uu	book
oo	shoot, rude, blue, fruit, lewd, today
VOWELS - SLIDES	
oi, oy	oil, boy
ou, ow	ouch, owl
ue	cue, cute, few, feud
ie	lie, kite, high, sky

Sentence Construction Workshop

MATERIALS: Typed definitions of nouns, verbs, adjectives, adverbs; copies of the twelve basic sentence patterns; kernel sentences to be combined by students; chalk; chalkboards.

OBJECTIVES

Students will demonstrate:

1. Knowledge of the basic components of a kernel sentence by reciting orally the basic components of a kernel sentence.
2. Knowledge of the basic parts of speech by identifying orally nouns, verbs, adjectives, adverbs, and conjunctions in combined kernel sentences.
3. Ability to embed parts of kernel sentences into other kernel sentences by combining in writing groups of kernel sentences.
4. Understanding of fragments, comma splices, and run-ons by identifying orally any fragments, comma splices, and run-ons in the combined sentences of others.
5. Ability to compose simple, complex and compound sentences by forming in writing simple, complex, and compound sentences from groups of sentence kernels.

PROCEDURE

Facilitator will:

1. Explain the pedagogy of the sentence construction workshop. (Practical approach--students are the active participants. The focus is on the variety of options that are available to writers with emphasis on combinations that are most effective at communicating the desired meaning--not the "right" or "wrong" combination.) Within the framework provided, students build patterns of organizations in paragraphs and thus develop a feel for both sentence structure and paragraph development. Because students work directly with the material, editing and revising, stylistic alternatives are internalized much more readily than a mere teaching of isolated rules will provide.
2. Provide typed copy of definitions of nouns, verbs, adjectives, adverbs.
3. Provide typed copy of twelve alternative sentence patterns.
4. Call on individual students to share their prepared sentence combinations with the class.
5. Lead class in comparison and discussion of various combinations students present.

Sentence Construction Workshop
Page Two

6. Call on individual students to locate subject and predicate of combined sentences, differentiating these nouns and verbs from others in the sentence.
7. Oversee weekly sessions between tutors and students.

Sentence Patterns

Word order influences style. Using a variety of sentence types makes your writing more lively and interesting. Familiarity with the different sentence patterns increases the ease and confidence with which you put your ideas and feelings into words. Practice with the following:

1. Begin with the subject:
   Students want to learn as much as they can while they are at school.

2. Begin with a prepositional phrase:
   In the beginning, school-work may seem difficult or even impossible.

3. Begin with an adverb:
   Slowly, school-work will become easier if students will be patient and not give up.

4. Begin with a gerund:
   Studying becomes enjoyable when it is done on a regular, daily basis.

5. Begin with in infinitive phrase:
   To feel good about school, a student should take fewer classes and devote more time to them.

6. Begin with a present participle phrase:
   Taking too many classes, students easily forget that learning is fun.

7. Begin with a past participle phrase:
   Satisfied with the successful completion of twelve units Summer Quarter, the stuudent felt confident Fall Quarter.

8. Begin with an adverbial clause:
   When students try hard and fail, their confidence is shattered.

9. Use an appositive:
   Perseverance, the will to succeed, is necessary when one is attempting a difficult task.

10. Ask a question:
    Who doesn't enjoy the feeling of achievement?

11. Use an exclamation:
    Yes, I will succeed!

12. Use conversation:
    "Okay, now you try it."

Comma Usage

Learn these five rules regarding commas, and you'll feel more comfortable with punctuation.

1. Use commas between items in a series.

   Terri wants to graduate from high school, go to college, and eventually become an electrical engineer.

2. Use commas between coordinate adjectives that come before a noun.

   An enthusiastic, energetic teacher can usually spark interest in the subject matter.

3. Use commas to set off parenthetical sentence elements.

   The test, which is cumulative in coverage, will be given the last week of the quarter.

4. Use the comma <u>before</u> coordinating conjunctions (and, but, or, <u>neither/nor,</u> so, yet, for) that join two main clauses.

   We have several new staff members on our team this year, and they are eager to work with you.

5. Use the comma after sentence elements that appear <u>before</u> (not after) the main clause.

   After meeting with Dr. Jones during his office hour, the new student felt much better.

   (<u>Wrong:</u> The new student felt much better, after meeting with Dr. Jones during his office hour.)

Chapter 5

INSERVICE TRAINING FOR WRITING TUTORS

Chapter 5

INSERVICE TRAINING FOR WRITING TUTORS

The Student Academic Services Tutorial Unit-- A Description of Its Philosophy, Objectives, and Practice

Student Academic Services is an umbrella program providing a wide variety of academic services for students enrolled in the Educational Opportunity Program, Student Affirmative Action, Disabled Student Services, and/or the Minority Engineering Program. The following is a brief description of one of these programs and the tutorial unit's function therein.

The Educational Opportunity Program is a special admissions program designed to assist students from educationally disadvantaged backgrounds. These are often minority students with a history of low family income who possess high academic aspiration, motivation, and potential. This might include students from migratory farmworking families who attended a number of elementary and secondary schools and often missed valuable classtime during peak harvesting seasons in order to work in the fields. Another example might be students who attended ghetto or rural schools with extremely high student-teacher ratios and/or limited funds for expensive equipment such as

laboratories, drafting materials, shops, etc. Once admitted through EOP, these students have a wide range of services available to them through Student Academic Services. EOP's role does not end once the student is matriculated. Its mission is to retain students by offering services which will assist them en route to graduation.

Individuals who have received a sound education from elementary school forward may not perceive the tremendous significance of academic training and its impact on scholastic success. Assimilating textbook information, notetaking, translating details into concepts, formulating ideas from feelings, and communicating ideas in writing, all require much more than native intelligence. These abilities are academic skills which can be acquired only with training and practice.

This is the pedagogic foundation on which the tutoring program rests. By definition, EOP students are often academically skill deficient. For this reason, tutors provide subject instruction with an eye to the underlying competencies required. The tutor's chief aim is to foster independence. By teaching students how to assimilate data and identify basic concepts on their own, they gain self-sufficiency. Tutors are encouraged to use the Socratic approach in their work. Questioning the student on the subject matter, rather than merely

explaining it, makes the student an active participant in the tutoring process and serves as an effective form of reinforcement. When the tutor explains the choice of questions asked, students can then employ the process to identify significant items independently. Diagnosis is the tutor's first duty when assigned to a student. For example, a history tutor would note the student's background in the field, grasp of concepts involved, vocabulary level, ability to assimilate textbook and lecture material, etc. A math tutor would note the student's previous math experience, knowledge of basic arithmetic, algebra, or trigonometry, understanding of terms and principles, etc.

Many times students work diligently but are frustrated by failure on exams. In such cases, the Student Academic Services tutor provides a fresh viewpoint. Well-versed in the subject matter, the tutor can take a broader look at what might be the source of interference.

After each tutoring session, the tutor records pertinent information on a form which is kept in the Student Academic Services office. The purpose of this form, the "Tutor Log", is threefold. First, it charts the student's progress in terms of organization, preparation, and motivation. Second, it indicates the quality of the tutor's work, as determined by the kinds of observations he or she makes. Third, it requires the tutor to think about

what went on in the session, what the student's needs are, and how those needs might best be met. For these reasons, the Tutor Log is an excellent device for documentation and for quality control.

In closing, it should be pointed out that this program does more than benefit specific students in their adjustment to university level work. It also contributes greatly to the tutor's breadth of education. While many Student Academic Services tutors are themselves of identifiable ethnic origin and thus role-models, many are also middle class, anglo students who have had limited exposure to the subcultures that so enrich our pluralistic society. The appreciation that accompanies this cultural exchange is a valuable lesson in itself. In addition, tutors are usually advanced students who have been actively acquiring knowledge throughout their college careers. Tutoring provides them with an opportunity to put that knowledge to use in a socially meaningful way. The sudden awareness of how much education they have absorbed and how much they have to share contributes greatly to their self-esteem and readiness to enter the professional world. In this way, tutoring is a significant part of the four year student development model.

It is also this mutuality of educational gain that makes the Student Academic Services Tutoring Program 100% cost efficient. If education is the desired ware, then both vendor (tutor) and consumer (student) profit!

Tutor Training for Writing Skills

The following is a description of the difficulties facing adult basic writers. The aim of this paper is to identify who basic writers are and to describe the common error patterns basic writers make. A distinction is drawn between the errors of basic writers and the errors of dialect different students. While there is often an overlap, the two are not always synonymous.

Disclaimer

Attention to the rules of standard English and presumptions of "correctness" and "incorrectness" are in no way intended to elevate or denigrate any one dialect over another. The conventions of standard English are by no means purer, or finer, or in any way superior to the conventions of other dialects. The instruction this paper describes is not based on a value judgement, but on the hard fact that students seeking a university degree must demonstrate proficiency in standard English. (The "correctness" of this policy is an issue for another paper, and it is being called into question by more than a few. The National Council of Teachers of English has endorsed the doctrine of students' right to their own language.) The goal of this method of instruction is to teach students how to communicate in standard English when they so choose.

Teaching students "correct grammar" will not automatically make them proficient in and comfortable with the writing process. But grammar study is a beginning for adult writers who have had limited interaction with written discourse, both reading and writing.

Basic Writers: A Profile

In her book, Errors and Expectations, Mina P. Shaughnessy estimates that high school students in Great Britain write approximately 1000 words a week; middle class American high school students write approximately 350 word a week; but basic writing students attend high schools where students write 350 words a year, if that. The amount of reading these students are required to do is proportional to their writing requirement. In essence, these students arrive from backgrounds lacking interaction with written discourse.

Who exactly are basic writers? A student can be classified as a basic writer if he or she makes over fifteen gross grammatical errors in a 300 word essay. The disability these students demonstrate has been interpreted in the past as an indication of inferior intellect and ineducability. This is not so. Basic writers are not dumb. They are students inexperienced in linear expression. They are beginners learning a new language, a new way of thinking and expressing their thoughts. In order to acquire this language (the language of written

discourse), they need exposure to it in both a passive and an active sense. The passive acquisition derives from reading, from hearing (mentally or audibly) written expression. The active acquisition derives from writing, from engaging in all aspects of the composing process.

Just as adult language learners learn differently than children, traditional college students learn the language of written discourse early and cumulatively, through implicit (reading) and explicit (grammar) instruction. Basic writers are nontraditional college students. They do not have ten years to acquire their new language. Their learning must be accelerated through extensive reading, writing, and language discussion with an individual trained to assist such students.

Errors

The writing process requires discipline. Learning how to write is a way of learning how to think linearly--orderly and sequentially. Once basic writers can engage in the writing process, they have access to a new way of thinking. The more they write, the better their analytical skills become.

Emphasis on errors is admittedly an emphasis on grammar, but it need not be at the expense of attention to the writing process as a whole. Enlightening students to the fact that writing is a four stage process (prewriting, writing, rewriting, proofreading) does not require that the

teaching of that process proceed form the first to the last stage. The art of writing is learned incrementally. But because prewriting is the first stage of the process, it does not follow that it should be the first taught to adults. Basic writers need exposure to formal writing before they can be expected to produce it. Gaining an understanding for the code of the writing medium is essential for an apprentice writer who has had little background in reading or writing.

Students can acquire skill in the writing process by beginning at the final stage of that process, proofreading. Proofreading requires an understanding of the code of the writing medium. Therefore, students work directly with that code and gain an acuity for the way ideas are presented in print when performing the task of proofreading.

The plan of instruction recommended for tutors working with students emphasizes proofreading. Proofreading their own copy and noting errors focuses students' concentration on the code as well as the content of written communication.

The types of errors basic writers make can be quantified and categorized. Devising a taxonomy of error patterns makes the task of remediation easier for the tutor and student alike by narrowing and isolating the problem. Consider the following; errors 1, 2, 3, 4, 5, 7, 8, 9, 11

are in the error category of inflections (the affix "s"). Errors 6, 10, and 12 are verb form errors (tense).

> The majority of studen(1) alway(2) major in some kinds of field(3) that will help them in the near future. Some of them end up working in factory(4) because of their education. Sometime(5) I say to myself that it really didn't(6) matter whether you go to college or not because people with college degree(7) can't even get a good job. Some countrie(8) or manufacturer(9) will not hired(10) them because they feel that they will only work for two month(11) and then leaves(12) (Shaughnessy, 1977).

This student, who made twelve errors in an 82 word essay, might have been inclined to "give it up," losing hope of ever mastering standard English composition. But when those twelve errors are narrowed down to two error patterns, the burden becomes lighter.

Errors can be divided into two broad categories, syntactic errors and dialect errors. Syntactic errors stem from ignorance of the sentence patterns characteristic of written English; dialect errors stem from ignorance of the conventions of standard English. While dialect errors tend to jar the reader (example: "Them folks will tell you that he don't know no better"), syntactic errors are considered the more serious because they more thoroughly impair the reader's ability to understand the writer's meaning by ignoring rules of word order (example: "I feel this for a person going to college to become a nurses or engineers it not necessary").

Giving an error pattern a label makes it more discernable for the student. There are four labels for the kinds of errors in the syntactic category. These are:

Accidental Errors: Skips and misses--"But if they did, they would a lot stable." (be, more)

Blurred Patterns: Combined features from several patterns or idioms--"If I fail, at least I can say is that I tried." (the least I can say is that" or "at least I can say that")

Consolidation Errors: Coordinate consolidation--"She believes she can become a leader in her field and a good secure job." ("and get a good secure job"); subordinate consolidation--"I think that a person who graduates from high school still is necessary to learn new things." (still needs); juxtaposition consolidations--"Retail buying and merchandizing, there is tremendous competition." ("There is tremendous competition in retail buying and merchandizing.")

Inversions: Faulty arrangement--"The things they expect you to know, you do not learn this in high school." ("They expect you to know things you did not learn in high school.")

Dialect errors are sometimes more difficult to remediate because they require changing entrenched language habits. A student will have difficulty attaching the inflection "s" to a third person singular verb if that student's native dialect does not include this feature. The difficulty becomes greater when one considers the irregularities of standard English. (She wants. She tries. She can.)

The most common dialect errors found in writing are:

<u>inflections</u>	(3rd person singular -s: She want one. plural -s: I had two car. possessive marker: This is John house. past participles: They have taste it.)
<u>vowel succession</u>	(articles "a" and "an": He is a honest man.)
<u>pronoun/antecedent</u>	(I want to go horseback riding because I enjoy them.)
<u>pronominal apposition</u>	(My father, he was proud.)
<u>tense markers</u>	(They saw the rain when they look out the window.)

infinitive usage (I wanted to made good grades.)

Freedom from error is a matter of understanding and being able to detect error. Students need to know why something is incorrect before they can begin to self-correct and change error making habits. Syntactic fluency will come as the sentence components and patterns of written English become more familiar to students. Dialect error making will diminish as students learn the grammatical rules governing standard English. Working with a tutor who is trained in identification of error patterns, students can acquire self-sufficiency through proofreading.

Assessment

Name _____ Date _____

In rewriting and proofreading this essay, you neglected the areas checked below. Rewrite the essay, paying particular attention to:

1. Content:
   - ____ interesting, honest
   - ____ adequately developed
   - ____ well supported with evidence, examples, reasons

2. Organization:
   - ____ title
   - ____ introduction stating thesis/purpose
   - ____ paragraphing
     - ____ indentations
     - ____ topic sentences
     - ____ developed with specific details
     - ____ logical sequence
   - ____ conclusion

3. Style:
   - ____ variety of sentence patterns
   - ____ consolidation errors
   - ____ blurred patterns
   - ____ diction
   - ____ case

3. Proofreading:
   - ____ skips and misses
   - ____ terminal punctuation and comma usage
   - ____ tense agreement
   - ____ subject/verb agreement
   - ____ inflection -s and -ed
   - ____ pronoun/antecedent agreement
   - ____ article usage

Writing Skills and University Expectations As Set Forth by the CSU System

(Statement of Competencies in English and Mathematics Expected of Entering Freshmen, California Round Table on Educational Opportunity.)

Clarity in writing reflects clarity in thinking. College and university faculty expect students to be able to understand, organize, synthesize, and communicate information, ideas, and opinions. Students must also be able to make critical judgments, to distinguish primary and relevant ideas from those that are subordinate or irrelevant. Students will be required in their college courses to demonstrate these abilities by writing compositions, reports, term papers, and essay examinations. Because the learning process as well as the quality of the student's writing work depends upon these abilities, it is crucial that these abilities be developed.

The skills listed below are fundamental for successful university level work:

1. The ability to generate ideas about which to write;
2. The ability to formulate a single statement that clearly expresses the central idea of one's essay;
3. The ability to construct a paragraph that develops and supports the paragraph's main idea with examples or reasons;
4. The ability to organize paragraphs into logical sequences so that the central idea of the essay is developed to a logical conclusion;

5. The ability to use varied sentence structures and types effectively in order to indicate the meaning, relationship, and the importance of ideas;
6. The ability to write sentences with precise and appropriate words, to distinguish between literal and figurative use of language, and to avoid inappropriate jargon and cliche;
7. The ability to vary one's choice of words and sentences for different audiences and purposes;
8. The ability to present one's own ideas as related to, but clearly distinguished from, the ideas of others, which includes the ability to use documentation and avoid plagiarism;
9. The ability to support one's opinions and conclusions, including the appropriate use of evidence;
10. The ability to use dictionaries and other reference materials for the purpose of checking words and facts used in one's writing; and
11. The ability to proofread one's essay for errors and omissions of both form and substance, to revise and restructure where ideas are poorly organized or where evidence is lacking, to correct the draft for errors in capitalization, spelling, and punctuation, and to produce a finished paper relatively free of sentence fragments, comma splices, agreement errors, and improper pronoun references.

Standard English and Tutor Attitudes

Another View

The teaching of English in this country is racist, discriminatory, and lexocentric.* It perpetuates inequality of opportunity, socio-ecomomic oppression, and the literary supremacy of the upper and middle classes. It is part and parcel of the institutional classism rappant in academia.

This statement is a just indictment of the profession of English teaching. The controversy it stirs is the debate on the mission of English teachers. Should English teachers busy themselves improving the standard English usage of their students? Should they focus their energies and expertise on the pedagogy of grammar or on the pedagogy of composition?

The California State University system, which provides for and certifies the education of some 300,000 Californians, embraces the notion of unilaterial dialect and the pedagogy of grammar. The policy is mandated in the systems's Graduation Writing Requirement (GWR).

Acquisition of the dialect of standard English should be optional to students. There is nothing

*lexocentric: linguistic chauvinism

inherently superior about that dialect; it is filled with just as many ambiguities and redundancies as other dialects of the English language.

Mother to Son
by Langston Hughes

Well, son, I'll tell you:
Life for me ain't been no crystal stair.
It's had tacks in it,
And splinters,
And boards torn up,
And places with no carpet on the floor--
Bare.
But all the time
I'se been a-climbin' on,
And reachin' landin's,
And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light.
So boy, don't you turn back.
Don't you set down on the steps
'Cause you finds it's kinder hard.
Don't you fall now--
For I'se still goin', honey,
I'se still climbin',
And life for me ain't been no crystal stair.

The Junior Writing Test is one method by which students can meet the California State University Graduation Writing Requirement. Let's assume the assignment on this test were to "describe a strategy for survival to the next generation, based on your own experience." Should Langston Hughes' poem fail this test because of its nonstandard English usage? Worse yet, how many poems like "Mother to Son," never find their way to paper because the students who would produce them are alienated from writing by English teachers who try to impose an artificial dialect on them.

The standards by which professionals measure their students' control of language must change. Dialect should not enter into the assessment. All students are shortchanged when compositions lack-luster in content, weak in originality, but strong in syntax receive higher grades than lively compositions with fresh viewpoints but "deplorable" grammar. Improving students' critical analysis, abstract thinking, deductive reasoning, diction, invention, writing, and rewriting--this is the task of the English teacher. As long as teachers and critics reject diversity of dialect, the rich literary resources in the ethnic, racial, and class distinctions of our society will remain untapped. Until we admit that standard English requirements are repressive, wrong, and should be abolished, we stifle the voice of the Chicano, the Black, the Appalachian, the Poor, by forcing English teachers to spend valuable classroom hours teaching grammar in lieu of the writing process.

Teachers who demand that their students master standard English are sentries of homogeneity in our society--homogeneity that by definition precludes plurality. Instructors who teach dialect over writing perpetuate a literary plutocracy and are agents of the larger plutocracy. Until requirements like the GWR are at least modified, the teaching of English is a conservative enterprise whose professionals are guardians of the status

quo which denies the class divisions that define this society.

Language and dialect are key to the retention of culture. Lady Gregory knew this when she worked to establish a national Irish theatre. But in this capitalistic society, there is a stigma attached to being poor. Critics would ask, "Why should the lower class want to relate and celebrate its socio-economic status in a literature of its own tongue?" If they would only allow for it, they might find out.

To prove one's degree of education and intelligence, to obtain a position of authority, to be heard, one must possess the dialect of the ruling class. This class, through its hired guards, rejects the language of poor people. It does not accept the poor into its literature (and seats of power) until the poor are sufficiently like it, in language (and values).

Diversification of acceptable dialects will bring forth a new birth in the literature of the American people and an eventual opening of doors to the economically disenfranchized of this nation. English teachers now have before them the invitation to be part of a vanguard movement--the bringing about of literary democracy.

Where do you stand?

APPENDIX A: NATIONAL COUNCIL OF TEACHERS OF ENGLISH ON THE RESPONSIBILITY OF ENGLISH TEACHERS IN A MULTILINGUAL, MULTICULTURAL SOCIETY

NATIONAL COUNCIL OF TEACHERS OF ENGLISH

ON

THE RESPONSIBILITY OF ENGLISH TEACHERS IN A MULTILINGUAL, MULTICULTURAL SOCIETY (November, 1980)

BACKGROUND: The teacher of English language arts plays a key role in the integration of linguistically and culturally diverse learners in the school and the community. That role is becoming more complex as increasing numbers of students from a variety of cultures enter the general school population. In recent years, educators have learned a great deal, through research and practice, about language learning and language differences. Much more, however, needs to be done in applying this knowledge in the regular classroom. Be it therefore RESOLVED, that the National Council of Teachers of English and its members affirm the responsibility of the English-teaching profession to develop the English language skills of all our students, including the linguistically different, whether bilingual, bi-dialectical, or non-English speaking;

that NCTE and its members seek ways to make our commitment known to the United States Department of Education, the state departments of education,

boards of education, school administrators, teachers, parents, and the general public;

that NCTE and its members work with the foregoing groups and other professional associations to help school systems and classroom teachers develop appropriate resource materials, teaching techniques, curricula, and in-service training programs;

that NCTE and its members promote and disseminate materials and offer guidance through NTCE journals and other publications, through conventions and conferences, and by other appropriate means; and

that NCTE and its members urge the passage of legislation that will support the efforts of language arts teachers to develop the English language skills of students who are linguistically diverse.

APPENDIX B: SAMPLE ESSAY

SAMPLE ESSAY

The majority of this student's errors are in the categories of tense and -s inflection (plural, possessive, and 3rd person singular). Apart from these areas of dialect influence, this student is ready for a regular Freshman Composition course.

Lemuel first goal is to have more confidence in himself because he can't help someone else unless he can help himself. Also he want a job that will be in demand and pays well. His main goal is to support himself and his immediate family. He wants them to live comfortably. His philosophy of life is (as he phrases it), "I don't want the whole pie. I only want a piece of it!"

He was the last child out of 10 children. When he was home there was never enough of anything. It was either too little of the right things or too much of the wrong things. His family only thought about the present, never thinking of the future. So making and choosing long and perhaps short term goals are a little new to him. But he keep reminding himself that he is getting an education and accomplishing goal for himself, not for anyone else.

He acquired his goals during the time be became ill with a rare glandular disorder. For 3 years he was on the verge of death. He had a lot of time to think about what he was going to do with the rest of his life if he lived thru his sickness. He was constantly seen by medical

personel who understood his condition and gave him the motivation for getting better. With the help of the medical staff who treated him he became curious about the many careers the medical profession offered. He became a volunteer at a local hospital. It was a great learning experience for him. He learned how to apply CPR and also the experience has shown him how to deal with different kinds of personalities.

His approximate projective date for accomplishing his goals are at least four years away. Currently he is undecided about continuing his education or joining the Air Force or Navy.

His ongoing objective is to be of sound mind and to break up bad habits which prevents him from reaching his goals. He will measure his success by the confidence he will have in himself by achieving what he set out to do. The way he will measure his failure will be if he becomes hopeless, jobless. And he will view it as his ultimate demise if he depends on his mother for food, shelter or clothing. He dreads this because he had seen some people in this condition and it is a miserable life to live.

He knows that plans and goals are fine but unless they are put in the heart and mind and then put into action, the plans and goals are worthless. Action speaks louder than words. He haven't reached his limits or potentials yet but he is working hard to become an independent individual. He doesn't want to depend on

anyone for his livelihood. He is in a transition stage of his life now and he must work thing out for himself. He will persist until he succeed because he know failure will not overtake him if his determination to succeed is strong enough. He will achieve his goal with careful planning and a whole lot of work.

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